

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

703 KAR 5:020, The formula for determining school accountability

Applicable Statute or Regulation:

KRS 158.6453, 703 KAR 5:020

History/Background:

Existing Policy. In June 2006, the Kentucky Board of Education began discussing how the components of the new Commonwealth Accountability Testing System should be included in the school accountability formula. KBE's decisions were incorporated into 703 KAR 5:020 and in February 2007 the Board gave final approval to the regulation.

The February 2007 revision required that norm-referenced tests at elementary and middle schools be administered and reported but the results would not be included in the calculations of the accountability index. Elementary schools were permitted the flexibility to choose a norm-referenced test approved by the Kentucky Department of Education to be administered in reading and mathematics once at the elementary school level with results reported publicly and provided to parents. At middle school, EXPLORE was designated to be administered at grade 8, reported publicly and with parents, and used in the development of a student's Individual Learning Plan (ILP).

During the regulatory review process, the Education Assessment and Accountability Review Subcommittee (EAARS) brought to the Board's attention its interpretation of statute regarding norm-referenced tests. EAARS' interpretation was that a single, uniform elementary norm-referenced test (NRT) should be required and results included in the elementary accountability formula. At middle school, EAARS indicated that the Board should inquire about reserving a form of EXPLORE for Kentucky and the subcommittee communicated that EXPLORE results should be included in middle school accountability.

At the June and August 2007 KBE meeting, the Board concurred with the recommendations of department staff and the School Curriculum, Assessment and Accountability Council (SCAAC) to implement EAARS' interpretation at the beginning of the next biennium in 2008-2009. The KBE strongly encouraged schools in 2007-2008 to use the same elementary NRT as the prior year for comparison of performance across the two years.

The Board also agreed with the recommendations of SCAAC regarding the third grade administration of the elementary NRT and revision of weights in the elementary accountability formula. In September, staff continued to discuss NRT requirements with SCAAC and received a formal recommendation on the inclusion of EXPLORE in middle school accountability that is reflected in the proposed revisions to 703 KAR 5:020.

Policy Issue (s):

While most of the changes proposed for 703 KAR 5:020 are related to changes regarding the NRT at elementary and middle school, changes in the assessment and accountability program and conversations with educators and stakeholders provide a basis for additional proposed revisions to 703 KAR 5:020.

Four additional areas impact the proposed revisions to this regulation.

1. The implementation of the concordance model as an interim bridge from new to old CATS and the generation of new growth charts with new goal and assistance lines in 2008 require several changes.
2. The cancellation of statewide WorkKeys administration for 2007-2008, due to a funding shortfall, impacts the timeline for when data is available to include in the Transition to Adult Life calculations. The change of timeline requires a new reporting date of 2009-2010.
3. Standard setting and data reporting in 2007 for new CATS raised questions around the “novice nonperformance” performance level and whether the name of this performance level is indicative of the student work seen; the term low novice is proposed to replace novice nonperformance.
4. Proposed revisions include the use of a consistent naming convention for grade three that includes end of primary and a change from ACT Index to ACT High School Index.

Staff seeks KBE’s guidance on the proposed revisions to 703 KAR 5:020.

To assist in the review of the proposed revisions, proposed language found below is organized by broad category with the location of the new language in the regulation cited. Any other proposed changes (underlining of new language; bracketing and strikethroughs of deleted language) found in the attached regulation, but not discussed in this staff note are technical/format (but not substantive).

NRT at Elementary School

The requirement is established for a uniform test of reading/language arts and mathematics at grade three/end of primary.

- Page 2, lines 8-18

The new weights for each content area and the elementary NRT are listed in a table. The NRT is proposed as five (5) percent of the elementary accountability and content area weights in Reading, Mathematics, Science and Social Studies are reduced slightly.

- Page 7, line 22 through Page 8, line 1

Applying a weight to each of four national percentile ranges will generate the elementary NRT index. This same process was used to include NRT results in the past.

- Page 9, lines 5-8

EXPLORE at Middle School

An index created from EXPLORE will be an additional middle school component.

- Page 7, lines 12-13

The new weights for each content area and the ACT Middle School Index based on EXPLORE are listed in a table. The ACT Middle School Index is proposed as five (5) percent of the middle school accountability and content area weights in Reading, Mathematics, Science, Social Studies, Writing, Practical Living/Vocational Studies and Arts and Humanities are reduced slightly.

- Page 8, line 1

Applying a weight to each of eight EXPLORE composite score ranges will generate an ACT Middle School Index. The process is consistent with the ACT High School Index currently in place.

- Page 9, lines 9-14

Concordance Model and New Growth Charts

Schools reconfigured after 2006-2007 will be assigned a baseline calculated from the 2006-2007 and 2007-2008 data, applying any new weights that are established.

- Page 11, lines 16-20

A school considered reconfigured after 2008, shall have the performance judgment that would have applied to the district at that level.

- Page 12, line 5

To determine whether a reconfigured school meets adequate yearly progress, the school's own data will be used when it is available.

- Page 12, lines 22-23
- Page 13, lines 4 and 5

Goal lines will be drawn based on school's baseline minus one (1) standard error of measurement established in the 2006-2007 and 2007-2008 biennium.

- Page 14, lines 9-10

A new novice reduction schedule is established through 2014.

- Page 15, lines 15-22 through Page 16, line 8

New growth charts require new dates to base the designation of pace-setter schools.

- Page 16, lines 18 -23

Cancellation of Statewide WorkKeys Administration in 2007-2008

Nonacademic data is lagged one year for reporting; therefore, the Transition to Adult Life data for seniors in 2007-2008 is reported in 2008-2009. WorkKeys results contribute as possible base and bonus points for students planning to enter the workforce or military career path in the Transition to Adult Life calculations.

Since WorkKeys is not available statewide this school year (2007-2008), the date for first reporting of this data needs to be adjusted.

- Page 5, line 17

Novice Nonperformance Label

Schools closely examine which students are scoring in the novice performance level, particularly the lowest subcategory, "nonperformance". The perception is that students in this category have earned no points on the Kentucky Core Content Test. However, the student may have earned several points, but not enough to enter the middle novice level. The

term low novice more adequately and fairly describes student performance in this classification. Language is proposed change the description and label for this student performance category.

- Page 3, lines 12-19

Naming Conventions

For consistency across the assessment and accountability regulations, grade 3 is also identified as end of primary.

- Page 1, line 21
- Page 2, lines 1 and 19
- Page 4, line 17

For clarity and to provide separation from the middle index generated from EXPLORE, the ACT Index at high school is renamed the ACT High School Index.

- Page 9, table before line 1
- Page 10, line 6

Groups Consulted and Brief Summary of Responses:

Staff has discussed selected issues with District Assessment Coordinators, the School Curriculum, Assessment and Accountability Council, and the Education Assessment and Accountability Review Subcommittee. At the December KBE meeting, staff will report on the interactions with stakeholders as well as comments from the Local Superintendents Advisory Council.

Impact on Getting to Proficiency:

Holding schools accountable for progress is a key element in meeting proficiency by 2014. As we move closer to 2014 it becomes increasingly important for schools to thoroughly understand the requirements of the system and have adequate time to implement changes so they may focus their efforts on ensuring every child is proficient and prepared for success.

Contact Person:

Ken Draut, Associate Commissioner
Office of Assessment and Accountability
502-564-2256
ken.draut @education.ky.gov

Deputy Commissioner

Interim Commissioner of Education

Date:

December 2007